

**A POSITIVE DISCOURSE ANALYSIS OF DISCURSIVE
STRATEGY IN “FRONT OF THE CLASS” MOVIE**



**A Thesis
Submitted as Partial Fulfillment of the Requirements for
S1-Degree**

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ABSTRACT

This research focused on the positive discourse analysis on discursive strategy in “Front of the Class” movie, language used in this film was not difficult to be understood. Positive discourse analysis discussed how to change for a better condition than before. Positive discourse analysis also aimed to convey good values that as we could point from the "Front of the class" movie. The lesson we could take turn our shortcomings into strengths, keep up the spirit in reaching our dreams. This research was conducted to know about discursive strategy and value in “Front of the Class” movie.

Descriptive qualitative research was used in this research. The data was taken from script or subtitles to analyze positive discourse in the “Front of the Class” movie. The instrument was used as a human instrument, the findings of this study were six types of discursive strategy; nomination, predication, argumentation, perspectivization, intensification and mitigation.

Based on analysis result a positive discourse of discursive strategy found that there were 17 types of nominations, 56 types of predication, 9 types of argumentation, 11 types of perspectivization, and 3 intensification or mitigation. Found the values presented from “Front of the Class” movie; self-confident, patient, humble, optimistic, persistence, peace ability, self-discipline, respectful, helpful and inspiring.

Keywords: Positive discourse analysis, discursive strategy, value, Front of the Class Movie.

DECLARATION

I hereby stated that the thesis entitled “A Positive Discourse Analysis Of Discursive Strategy In “Front Of the Class” Movie.” is completely my own work. I am fully aware that I have quoted some statements and theories from many sources and they are properly acknowledged in this thesis.

Bandar Lampung, August 2021

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MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

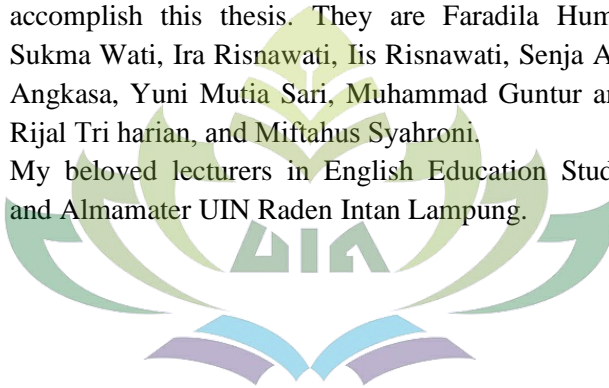
“Verily, Allah does not change the state of things until they change what is in themselves.”(QS. Ar-Radd: 11)



DEDICATION

This thesis is dedicated to everyone who support and love me. I would like to dedicate this thesis to:

1. The Greatest inspiration in my life, beloved Father, Mr.Subakir and my beloved Mother, Ms.Robayah, who always prays for my success. Thanks for all the motivation and support, I love you forever.
2. My beloved brother, Gege Kusuma and little sister, Nawla Hidayah
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CURRICULUM VITAE

Fani Fatma Hidayah was born on February, 14th2000. in Penanggungan, Tanggamus. Fani is the first child of three siblings from Mr.Subakir, and Ms.Robayah. She has one younger brother, Gege Kusuma and little sister, Nawla Hidayah.

In her academic background, Fani began her study at TK Aisiyah Gisting and finished in 2005. Then, she continued her study at SDN 1 Penanggungan and graduated in 2011. In the same year, she continued her study in MTs N Model Talangpadang and finished in 2014. At the year, she continued her study in Daar El-Qolam 3 and finished in 2017. Then in 2017, she was accepted to be a student in the English Education Study Program of Teacher Training Faculty through SPAN-PTKIN at State Islamic University of Raden Intan Lampung.



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However, this thesis the limitation a certain way and being perfect. Thus, critique, comment, and suggestion are expected to arrange paper better in the forthcoming to obtain information about educational value.

Bandar Lampung, August 2021

Declared by



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CHAPTER 1

INTRODUCTION

This chapter discuss and explain about background of the research, formulation of the problem, limitation of the problem, objectives of the research, significance of the research, and scope of the research.

A. Background of the Problem

Language is one of the ways how we can communicate, with language we can convey meaning or ideas, therefore language is the most important part for all humans. The presence of language makes it easier for us to speak and convey our meaning to listeners. There are many ways to improve our language skills, especially to learn English. In English we have several skills that we must know.

Someone has to learn language because language helps us when conveying some opinions and also communicating, in Anjayani's opinion skills divided into four namely writing, reading, speaking, and listening. And as we also know that the skills in English are related to one another. according to Harmer productive skill is the term for writing and speaking skill, and actually we as student have to produce the language themselves.¹

The idea by khadfizoh Linguistics is the scientific study of language². Explain by Masaitiene, human language understood as a systematic use of speech sounds, signs, and written symbols for communication among people, is a very complicated system which can be analysis on different levels

¹ Jeremy Harmer, "The Practice of English Language Teaching". (United kingdom: Longman Publishing 2002). P.17

² Khafidhoh. "A Descriptive Review on Applied Linguistics and Educational Linguistics. Ahmad Dahlan Journal of English Studies (ADJES) Vol.2, Issue2. (2015). P.33

and from various points of view³. In English education we will learn a lot about linguistics, language and linguistics are very related, because linguistics is the science that discusses language to which the language is not tied.

Pragmatics is a part of linguistics, pragmatics itself has a meaning where the meaning is adjusted to the situation, study about aspects of meaning which are dependent on context. Deixis is a branch of pragmatics, deixis can discuss words or phrases that are interpreted according to how the situation exists. In deixis there is discourse deixis, discourse deixis is concerned with the use of expression within some utterance.

But this research will discuss about positive discourse analysis, and use discursive strategy and script "Front of the Class" movie. Positive discourse analysis discusses concern for some people who experience bullying and the purpose of this positive discourse analysis is to equalize, equality, and also solidarity. Positive discourse analysis can help us to show good values, which should be taught to everyone.

This positive discourse analysis is taken from a very motivating film, a film based on America which tells the story of a person who has a disorder, namely Tourette syndrome. But with this disease he learned to accept his shortcomings, by making him the strength to be able to achieve his dreams. Here there are several studies that also use deixis as the title of the research they do.

This research has been conducted by Khoiriyah with the title "Beauty Concept in Toothpaste Advertisement: Critical Discourse Analysis".⁴ In this study using the theory from Fairclough's, analyze the beauty content of toothbrush advertisements of Critical Discourse Analysis. And used

³Dalia masaitienė."Introduction into Linguistics: A Teaching Guide "(Kaunas : Vytauto Didžiojo universitetas,2009) p.5

⁴ Luluk Khoiriyah."Beauty Concept in Toothpaste Advertisement: Critical Discourse Analysis"(Thesis of English Language and Letters Departement Faculty of Humanities, Maulana Malik Ibrahim State Islamic University, Malang 2016)

descriptive qualitative methode, by using the method of documentation and observation. In analyzing the data, the research uses two processes, first analyzing visuals and visual images of advertisements based on content and then analyzing them based on content descriptively. Analysis of all toothpaste advertisements revealed that the use of positive adjectives and adverbs, nouns and nominalizations. and finally this positive self-representation makes viewers believe in the concept of beauty that beautiful women should have white, fresh and young teeth and what beauty looks like.

This research has been conducted by Indah Fatmala with the title “Critical discourse analysis on Ghazwul fikri book written by abdul shabur marzuq”.⁵ In this research about Critical discourse analysis, on Ghazwul Fikri book written by Abdul Shabur Marzuq published in june 1991 in form of macrostructure, superstructure, and microstructure. This research used descriptive qualitative research. And focused on macrostructure consist of thematic. And in superstructure, this research found several part of the text that used schematic, they are namely introduction, content and conclution. And this research purpose that muslim should be careful of ghazwul fikri in semantics element, syntax element found: Additive (and,or), temporal (as long as, since, when), Clausal (if), and contrast (but).

This research has been conducted by Umi Azizah with the title “Discourse analysis used in indonesia lawyers club episode “ahok beda bpk lain kpk” in tv one program”.⁶ This research is based on the Teun A.Van Dijk model of

⁵Indah Fatmala “Critical Discourse Analysis On Ghazwul Fikri Book Written By Abdul Shabur Marzuq”(Thesis Of English Education Program Faculty Of Teacher Training And Education University Of Muhammadiyah North Sumatera, Medan.2019)

⁶Umi Azizah” “Discourse analysis used in indonesia lawyers club episode “ahok beda bpk lain kpk” in tv one program”.(Thesis of English Departement: faculty of letters and philosophy panca margo university probolinggo 2018”

discourse analysis. This research choose a talk show of Indonesia Lawyers Club because the interaction between the Anchor Karni Ilyas and the speakers on the latest issues and still hotly discussed. The purpose of this research is to find of discourse structures used in Indonesian Lawyers Club Episode Ahok Beda BPK lain KPK in Tv One Program. Discourse structure found in the dialogue will describe the structure of macro, superstructure, and micro structure observed in the dialogue through thematic, schematic, and semantic analysis.

The reason choosing this research because, the previous about discourse analysis is usually related to speech, critical and it is monologue in. Meanwhile, positive discourse analysis is used to inspire and herd social change, and change difficult conditions. The story is taken from a true story, which tells of his experience in dealing with a tourret, Director Peter Werner and screenwriter Andrew Gottlieb, as the creative figure behind *Front of the Class* (2008), explained the important role of a teacher in education. Not only as a facilitator in the development of knowledge, more than that, teachers must make students aware that humans are diverse. Where education is for all, accepts students and teachers from any background, without any discrimination.

The example in this film take from the utterance “Brad Cohen 01:45 “My Companion first showed up, when I was six but it was years before it had a name. Now the shrinks said I was just hyper I made funny noises and acted, weird to draw attention to myself.” What he meant by “companion” not as someone's partner but the tourrete, because he didn't know what was really going on with him, so he gave him the name “companion” because it had been with him for too long. And the motivation that can be taken “Children look at the world differently from most adults - They look at the world and say ‘I Will,’ not I Can’t.”

The statemant from Nartey positive discourse analysis is a way to identify discourses that have the potential to make

a difference in society.⁷ Positive discourse analysis have a positive message. Positive discourse analysisi aims to understand how change happen for the better than before.

From the research that has been done above, this research is interested in and discusses positive discourse analysis. The language used in this film is also not difficult to understand. In positive discourse analysis, it discusses how there is a change for the better than before. Positive discourse analysis also aims to convey good values that we can exemplify and from the film "Front of the class" the lesson we can take is to turn our shortcomings into strengths to keep up the spirit in reaching our dreams. Therefore this research is interested and discusses about ***"A positive discourse analysis of discursive strategy in "Front of the class"movie."***

B. Formulation of the Problem

Concerning the background the problem above, the researcher found the problem as follows:

1. What are the types of discursive strategy used in "Front of the Class" movie ?
2. What are the value contained in "Front of the Class" movie?

C. Limitation of the Problem

To avoid misunderstanding formulation of the problem above, in this research limits the problem only analyze positive discourse analysis in "Front of the Class" movie. This research conduct to know about discursive strategy and value in "Front of the Class" movie.

⁷ Mark Nartey."Voice, agency and identity: A positive discourse analysis of 'resistance' in the rhetoric of Kwame Nkrumah. Language and Intercultural Communication", 192-205, DOI: 10.1080/14708477.2020.1722686.2020.P.195

D. Objectives of the research

The objective of the research as follow :

1. To know the types of discursive strategy contained in “Front of the Class” movie.
2. To know the value contained in “Front of the class” movie.

E. Significance of the research

This research expects the findings of the research will be use as follow :

1. Theoretically

The result from this research to give some significant contributions to the readers about positive discourse analysis in “Front Of The Class” movie, and can be references in linguistic especially for positive discourse analysis. The writer hopes that the readers have quite understanding about how to use a positive discourse analysis in the other movie or text, at all.

2. Practically

- a. For english teacher

The teacher usually uses the media to teach, and this thesis can be used as a guide to improve the ability to increase knowledge in linguistics, especially positive discourse analysis. The teacher can also use the “Front of the Class” movie in class teaching, because this movie has a story and motivates the learning process.

- b. For students

The students can understand more deeply about positive discourse analysis, can distinguish between types of discursive strategy. They are also

get something positive from “Front of the Class” movie.

c. For the reseachers

The results of this research can provide motivation for future researchers who will conduct research to find positive discourse analysis in the movie. And researchers can also use a reference to positive discourse analysis in the movie.

F. Scope Of The Research

In this research, the scope of the research are :

1. Subject of the research

The subject of this research will find on conversation from character “Front of the Class” movie.

2. The object of the research

The object of this research will find the discursive strategy find in “Front of the Class” movie.

3. The place of the research

The research will be conducted at UIN Raden Intan’s library

4. The time of the research

The research was conducted at 2021/2022 academic year

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, I will explain a theory concerning the formulation of research problems and the goals of research. This chapter consists of the general concept of pragmatics, positive discourse analysis, discursive strategy, and movie characterization and synopsis of the "Front of the Class" movie.

A. Pragmatics

Linguistic is the study about language, linguistics has many branches but to discuss the study of linguistic meaning is divided into semantic and pragmatics. In linguistics the branch that studies about meaning in language namely is pragmatics. Pragmatics is a branch of linguistics which is also very important for us to study, according by Yule pragmatics is the study of utterance meaning pragmatics also often speak with the same semantics learning about meaning, but pragmatics is more about the use of language participants in communication.⁸

Pragmatics usually relates to the study of the meaning conveyed by the speaker or writer to those who accept that listener or reader. Pragmatics is very important to learn, especially for people who make English a second language. In Crystal's opinion, pragmatics explains about language studies from the point of view of users seeing how interactions with others and also the effects of language use on others in communication.⁹ We can know that pragmatics is the study of language where it is used as an excuse for a speaker or writer to choose to communicate.

⁸ Yule, George. *Pragmatics*. (Oxford: Oxford University Press).1996.P.137

⁹ David Crystal, "*English as a global language*", (Cambridge: Cambridge University Press)1997.P.164

Pragmatics can also be interpreted as a study utterance that has meaning in a situation. But Levinson explain that sometimes pragmatics gives the impression that something specific and technicians are also being carried out, even though in this pragmatics, sometimes it doesn't have a clear meaning. In particular, pragmatics is more interested in discussing the relationship between the structure of language and the principles of language use.¹⁰

We can know that pragmatics is also the most important part in linguistics because by studying pragmatics we can understand the meaning that comes out of the speaker according to the existing situation. Focusing on the analysis of the speaker's intent, deepening the hidden meanings using context. And pragmatics become an important part in linguistics, because pragmatics related to the meaning.

B. Positive Discourse Analysis

In pointed by Muhassin at all, deixis deal with connection between discourse and the situation in which discourse is uses.¹¹ Discourse deixis concern with the use of expression within some utterance to refer some portion of the discourse that contains the utterance. Explain by Levinson, discourse deixis has to do with the encoding of reference to portions of the unfolding discourse, which the utterance includes the text referring expression.¹²

From the explanation we know that discourse deixis is some other ways in which utterance its relation to the surrounding text. Positive discourse analysis is discusses concern for some people who experience bullying and the

¹⁰ Stephen c. Levinson, "Pragmatics", Press Syndicate of the University of Cambridge 1983.p6

¹¹ Mohammad M., Satria Adi P, Dewi Ayu H." *Personal deictic expression in the quran: a pragmatic study on the english interpretation of surah al-baqarah*" English Education: Jurnal Tadris Bahasa Inggris. Vol. 13 (1), 2020 104-121.P.4

¹² Stephen c. Levinson, "Pragmatics", Press Syndicate of the University of Cambridge 1983.p62

purpose of this positive discourse analysis is to equalize, equality, and also solidarity. Another opinion from positive discourse analysis is to change things to be better than before.

Positive discourse analysis is a new approach, this is to show the motivation, inspiration and hope of the oppressed group. The statement from Ahmed, positive discourse analysis are related to political discourse analysis, but the difference is that positive discourse analysis discusses positive things.¹³ Explain by Martin, The real purpose of positive discourse analysis is for us to understand how the power that ultimately can generate positive values, and can also generate a positive perspective as well.¹⁴

Positive discourse analysis is to find a value that we can make as a motivation, a goal of positive discourse analysis is to inspire many people by making every weakness we have into strength, and make it change for many people. Positive discourse analysis contains positive things, which we can make as a good change in relationships in solidarity.

C. Discursive Strategy

Strategy is a structured way, discursive can help control mind, its explain by wodak's discursive is systematic way of using language. Discursive strategies may be used to achieve a variety of goals, including social, political, psychological, and linguistic.¹⁵ It contains positive or negative things, discursive strategy is a way to better control and mendoctrinize other people to grow beliefs or ideas.

¹³ Khettab, Sid Ahmed. "Positive Discourse Analysis (PDA)". DOI: 10.13140/

RG.2.2.21708.03203 , November 2019. P.3

¹⁴James,R.Martin. "Critical Literacy: The Role of a Functional Model of Language." *Australian Journal of Reading* 14.2 (1991).P.25.

¹⁵Ruth,Wodak. "Feminist Critical Discourse Analysis: New Perspectives for Interdisciplinary Gender Studies." Symposium on CDA: Feminist CDA and Interdisciplinary; Righwing Populism Local Answers to Global Issues.2005 Athens.P.3

Discursive strategies can be described as a social actor's attempt to manipulate reality to achieve goals. The discursive strategy is a form of linguistic expression used to support or oppose specific political activities. In pointed by Wodak, discursive strategy is used to get some attention, strengthen.¹⁶ It is explain by wodak the type of discursive structure :

Table 1.2 : Form of discursive strategy by Reisigil and Wodak

| Fom of discursive strategy | Description | Devices |
|----------------------------|--|--|
| Nomination | The discursive contruction of social actors, object, phenomena, events and actions. | The discursive construction of social actors, objects, phenomena, events and actions. In the nominations there is usually a metaphorical figure of speech contain a process and action. |
| Predication | Discursive characterization of social actors, objects, phenomena (more or less in negative and positive) | The word contained positive and negative (in the form or adjectives, conjunctional, at all). Comparison or parable, metaphors, and other rhetorical figures (including hyperboles, eupherisme, and all) |

¹⁶Ruth Wodak and Michel Mayer “Method of Critical Discourse Analysis” Sage Publication 2001.P.73

| | | |
|---------------|---|--|
| | | which contains figures of speech, presuppositions and other. |
| Argumentation | Validity of specific claims of truth and normative rightness. | Formal or more content-related. |

| | | |
|--------------------------------|---|---|
| Perpectivization | Positioning speaker's or writer's point of view and expressing involvement or distance. | Direct, indirect or free indirect speech |
| Intensification and mitigation | Modifying the illocutionary force of utterances concerning their epistemic or deontic status. | doubts, expressions that are unclear or vague. Indirect spirit for example a question or not a question. |

Above is an explanation of several types of discursive strategies explain by Reisigl and Wodak. There are nomination, predication, argumentation, perpectivization and intensification and mitigation.

D. Movie

Movie and literature are two different things but have the same goal to create human imagination and understanding.¹⁷ Movie now becoming more famous, many people like movies because with movies people can spend a

¹⁷ Dr. Totawad Nagnath Ramrao," Movie and Literature: An Overview" Vol. 2, Issue 9, September 2016, ISSN: 2395-6968. P.149

lot of time watching movies. people can feel sad, happy to laugh because they watch a movie, they appreciate it and get carried away by the movie.

With movies people can get knowledge, ideas, develop their science, learn new things from movie. People who understand the stories and language that are conveyed by each player can certainly capture the conclusions of the movie they watch. Movie can also be used as a medium in conveying learning, movies are very interesting to watch because they are not only moving images but also they have different sounds and different characters from each player. Movie and literature also have a relationship in education, literature consists of different genre like short story, novel, poetry and drama.

E. Value

Values are very valuable and important things, and are considered valuable things in life. The statement by fraenkle, value is a concept or idea about what someone believes is important in life.¹⁸ Values are related to right or wrong, fair or unfair, and this is also useful for each individual, take and use good values in everyday life.

Value is the positive attribute of something that is desired, useful, interesting, good, or important, to take a few terms, in terms of positive values. The value that causes a behavior that has a beneficial impact on people to do something and for others is the accepted truth. Share positive things for each individual to continue to do.

According to the theory, values are important and long-lasting beliefs or ideals shared by members of a society about what is good or bad and suitable behavior and attitude, and they serve as guiding principles in all situations. Values

¹⁸ R.J.Frankle, How to Teach About Values: An Analytics Approach, (New Jersey: Practice – Hall, Inc., 1997), P. 6

are similar to cultural standards, but they are more global and abstract.

Kinnier explores that the concept of moral values is still general, when it points out about compassion, justice, truth, and forgiveness or what is called by Golden Rule.¹⁹ There are four basic identifications of the golden rule, they are (a) respect for oneself, (b) respect for others, (c) civic responsibility, (d) and respect for natural environment.

Moral values are related to human behaviour, in terms of what is considered good and bad. Moral is an either good or bad doctrine accepted by society regarding the actions, attitudes, obligations, morals, manners, and decency. Moreover, there are four major and specific categories of moral values proposed by Kinnier et.al.as follows:

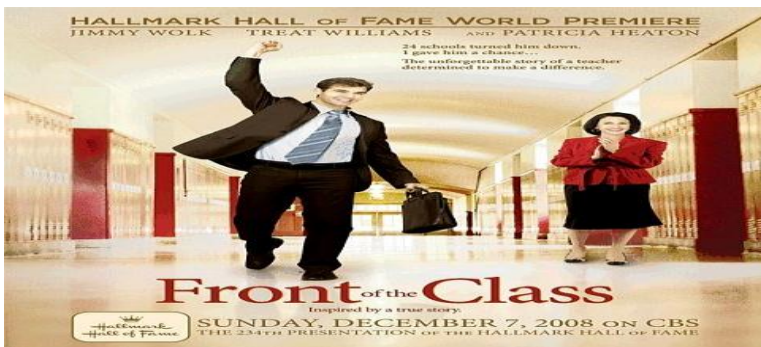
- 1) Commitment to something greater than oneself
 - a. To recognize the meaning and purpose of one's existence
 - b. To seek truth
 - c. To seek justice
- 2) Self-respect, but with humbleness or respect to others, self-discipline, and acceptance of personal responsibility
 - a. To respect and care for one-self
 - b. To not exalt one-self, avoid greediness, and self-centeredness
 - c. To act with conscience d. To accept responsibility of one's behaviour
- 3) Respect and caring for others
 - a. To recognize the connectedness between all people
 - b. To serve and to be helpful to humankind and individuals

¹⁹ Richard T.Kinnier, Jerry L. Kernes, Therese M. Dautheribes, A short list of universal moral values, Counseling and values, 2000, Vol. 45, No. 1, P. 4-16

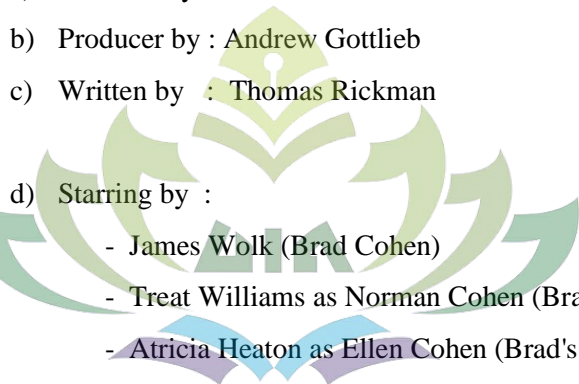
- c. To be caring, respectful, compassionate, tolerant, and forgiving to others
 - d. To not hurt others (do not murder, abuse, steal from, cheat, or lie to others)
- 4) Caring for other living things and environment. Regarding with the core elements of moral values, there are many experts in Kinnier et.al. who argue that moral values are all about “Golden Rules” and its implications as mentioned as follows:
- 1. Treating others with respect and compassion
 - 2. The virtues of truthfulness
 - 3. Justice
 - 4. Personal responsibility
 - 5. Self-discipline
 - 6. Courage
 - 7. Faith

From the explanation above, it can be concluded that moral values are connected with human’s behaviour. It means that we can see whether a person takes and applies goodness or vice versa in life is based on his attitudes towards himself as reflected in "Front of the Class" movie.

F. Front of the class movie



“Front of the class” movie is tell about human who have a disease and struggle, the way to get his dreams becoming a teacher. The reason why he wants to become a teacher is because he wants to make a change which can make people with physical disabilities be given opportunities and well received in its environment. Directed by Petter Werner 2008 American film, based on the 2005 book “Front of the Class: How Tourette Syndrome Made Me the Teacher I Never Had” by Brad Cohen with Lisa Wysocky, tells the true story of what he's experienced and how it inspired him to teach. More information about “Front of the class” movie was presented as following:

- 
- a) Directed by : Petter Werner.
 - b) Producer by : Andrew Gottlieb
 - c) Written by : Thomas Rickman
 - d) Starring by :
 - James Wolk (Brad Cohen)
 - Treat Williams as Norman Cohen (Brad's father)
 - Atricia Heaton as Ellen Cohen (Brad's mother)
 - Dominic Scott Kay as Jeff (Brad's brother)
 - Sarah Drew as Nancy Lazarus (Brad's Wife).
 - Charlie Finn as Ron (Brad’s roommate)
 - Mike Pniewski (Headmaster at Myer school)
 - Zack Miller as Thomas (Brad’s student the naughty in the class)
 - Anna Rappaport as Amanda (a former student of Brad whose father took out from class because Brad’s has tourrate syndrome)
 - e) Production company : McGee Production
 - f) Distributed by : Hallmark Hall of fame

- g) Editor : David Beatty
- h) Release date : 07 December 2008
- i) Music : Ernest Troost
- j) Duration : 95 Minute
- k) Country : United States of America
- l) Language : English

This movie is based on the true story of Brad Cohen, a sufferer of Tourette Syndrome. Tourette Syndrome is a neuropsychiatric disease in which a person makes spontaneous speech or movements without being able to control them. The disease is passed down from generation to generation and is often associated with irresistible profanity, harshness, or insults.

When Cohen was a child, little Cohen is often treated badly at school, his illness often makes his classmates insult him and laugh at him, including Cohen's own teacher who always annoys. This is because Cohen often makes strange noises with head and leg movements which greatly interfere with teaching and learning activities in the classroom. Cohen's friends and teachers thought that what Cohen was doing was deliberately disrupting learning activities, even though the behavior that Cohen did was out of his consciousness, such as sneezing or itching, nothing could hold him back. And not infrequently he was expelled from class and did not participate in learning.

Someday, he was called to the headmaster room and called his mother, then the mother explained what really happened to Cohen. The sound that he usually makes is not on purpose but rather a syndrome. Until finally the headmaster was able to understand and accept Cohen's situation. The headmaster told Cohen to attend an orchestral event organized by the school, at first Cohen refused because his presence

would interfere with the orchestra performance with strange noises, but the principal still insisted.

Cohen appeared at the orchestra performance, his concern was confirmed. Cohen made a strange sound and disturbed the whole room. Everyone in the audience looked at Cohen angrily while warning Cohen to shut up but Cohen himself couldn't stop the strange sound that kept coming out without him wanting to. After the show the principal went up on the stage and asked "Did you guys hear a strange sound when the show was going on, and the audience answered "Yes", then the principal asked the person who made a strange sound when the show came onto the stage. Everyone glanced at the cohen and he went up on the stage. The most interesting question from the principal was "what can we do to help you?" Cohen replied, "I want to be treated and given the same opportunity as other people." The sound of applause filled the room. After that incident Cohen was able to go to school like other students and was not discriminated against again until Cohen graduated from school.

After Cohen successfully graduated from his bachelor's degree and chose to become a teacher, because he was inspired by his former teacher and principal who had tried to understand his shortcomings. Again, Tourette Syndrome always makes Cohen fail in the world of work. However, this did not discourage Cohen from becoming a teacher. Cohen tried to apply for a job as a teacher at all the schools near where he lived but he was repeatedly rejected on the grounds of a syndrome that would interfere with learning.

There is a school that is able to accept cohen, even to understand cohen's situation. Cohen was very totality of being a teacher, he taught wholeheartedly with love. The unique and funny methods made the students really enjoy the classes Cohen taught. Cohen's class was a lot of fun. Even students can't wait for tomorrow, study, play.

Finally he has succeeded in becoming a very extraordinary teacher. Cohen was crowned the best teacher, at the award ceremony, Cohen told how he struggled with Tourette Syndrome which he suffered.

For others Tourette may be bad luck to accept, but for Brad Cohen Tourette Syndrome was the best teacher in his life. Because of his difficult life in society, making him struggle to realize this dream, namely to become a teacher.



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